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006.49 Reading and Writing

006.49A Grade Levels: PK-6, 7-12

006.49B Endorsement Type: ~~Subject~~ Supplemental

006.49C Persons with this endorsement may teach reading and writing, ~~and be a resource teacher to content area teachers~~ in grades Pre-Kindergarten through Grade 6, or in Grades 7 through 12. To qualify for this endorsement, the applicant shall have, or earn concurrently, a subject or field endorsement.

006.49D Certification Endorsement Requirements: This endorsement requires a minimum of 24-18 semester hours in courses selected from ~~learning theories, study of the adolescent,~~ reading, writing, and language theories, developmental reading and writing on the elementary or secondary level, appropriate strategies and skills, diagnostic and ~~remedial~~ intervention techniques and resources, materials, and children's or adolescent literature, language, and writing.

006.49 E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

**THE FOLLOWING ARE RECOMMENDED GUIDELINES FOR
INCLUSION AS PART OF THE INSTITUTION'S PLAN
UNDER THIS ENDORSEMENT.**

Through the coursework identified in this document, candidates will demonstrate an understanding of and be able to teach the concepts, skills, and processes of reading and writing as defined in the Nebraska State Standards for students at all grade levels and will meeting the following standards, based on the International Reading Association (IRA) for Reading and Writing (2010):

Standard 1. Foundational Knowledge. Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.

Element 1. Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components.

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including work recognition, language comprehension, strategic knowledge, and reading-writing connections. Evidence that demonstrates competence may include, but is not limited to:

Elementary Level Candidates:

- A. Recognize major theories of reading and writing processes and Development, including first and second literacy acquisition and the Role of native language in learning to read and write in a second language;
- B. Explain language and reading development across elementary years (e.g., word recognition, language comprehension, strategic knowledge, and reading-writing connections) using supporting evidence from theory and research;
- C. Demonstrate knowledge about transfer of skills from the primary or home language (L1) to English (L2) as it affects literacy learning across these components; and
- D. Explain the research and theory about effective learning environments that support individual motivation to read and write (e.g., choice, challenge, interests, and access to traditional print, digital, and online resources).

Secondary Level Candidates:

- A. Read the scholarship of the reading profession and recognize the theoretical knowledge base about the reading and writing of students;
- B. Explain major theories of reading and writing processes and development in adolescents using supporting research evidence, including the relationship between culture and the native language of English learners as a support system in their learning to read and write in English;
- C. Explain language and reading development during adolescence (e.g., word recognition, language comprehension, strategic knowledge, and reading-writing connections) with supporting evidence from theory and research; and
- D. Explain the research and theory of learning environments that support individual motivation to read and write.

Element 2. Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components. Evidence that demonstrates competence may include, but is not limited to:

Elementary and Secondary Level Candidates:

- A. Identify major milestones in reading and interpret them in light of the current social context.

Element 3. Understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement. Evidence that demonstrates competence may include, but is not limited to:

Elementary and Secondary Level Candidates:

- A. Show fair-mindedness, empathy, and ethical behavior when teaching students and working with other professionals; and
- B. Use multiple sources of information to guide instructional planning to improve reading achievement of all students.

Standard 2. Curriculum and Instruction. Candidates use instructional approaches,

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materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

Element 1. Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum. Evidence that demonstrates competence may include, but is not limited to:

Elementary and Secondary Level Candidates:

- A. Implement the curriculum based on students' prior knowledge, world experiences, and interests;
- B. Evaluate the curriculum to ensure that instructional goals and objectives are met.

Elementary Level Candidates:

- C. Explain how the reading and writing curriculum is related to local, state, national, and professional standards; and
- D. Plan with other teachers and support personnel in designing, adjusting, and modifying the curriculum to meet students' needs in traditional print, digital, and online contexts.

Secondary Level Candidates:

- C. Explain how reading and writing relates to their content area and the local, state, national, and professional standards; and
- D. Work with the team or department to help ensure interdisciplinary connections in traditional print, digital, and online contexts.

Element 2. Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections. Evidence that demonstrates competence may include, but is not limited to:

Elementary and Secondary Level Candidates:

- A. Select and implement instructional approaches based on evidence-based rationale, student needs, and purposes for instruction;
- B. As needed, adapt instructional approaches and materials to meet the language-proficiency needs of English learners;

Elementary Level Candidates:

- C. Differentiate instructional approaches to meet students' reading and writing needs;
- D. Implement and evaluate instruction in each of the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing; and
- E. Incorporate traditional print, digital, and online resources as instructional tools to enhance student learning.

Secondary Level Candidates:

- C. Differentiate instructional approaches to meet students' reading and writing needs in the content areas; and
- D. Implement and evaluate content area instruction in each of the following elements: vocabulary meaning, comprehension, writing, motivation, and critical thinking; and
- E. Incorporate traditional print, digital, and online resources as instructional tools to enhance student learning.

Element 3. Use a wide range of texts (e.g., narrative, expository, and poetry) from

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traditional print, digital, and online resources. Evidence that demonstrates competence may include, but is not limited to:

Elementary and Secondary Level Candidates:

- A. Guided by evidence-based rationale, select and use traditional print, digital, and online resources; and
- B. Build an accessible, multilevel, and diverse classroom library that contains traditional print, digital, and online resources.

Secondary Level Candidates:

- C. Demonstrate knowledge about various materials, including those specifically for adolescent learners, and their uses.

Standard 3. Assessment and Evaluation. Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.

Element 1. Understand types of assessments and their purposes, strengths, and limitations. Evidence that demonstrates competence may include, but is not limited to:

Elementary and Secondary Level Candidates:

- A. Demonstrate an understanding of established purposes for assessing student performance, including tools for screening, diagnosis, progress monitoring, and measuring outcomes;
- B. Describe the strengths and limitations of a range of assessment tools and their appropriate uses;
- C. Recognize the basic technical adequacy of assessments (e.g., reliability, content, and construct validity); and
- D. Explain district and state assessment frameworks, proficiency standards, and student benchmarks.

Element 2. Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes. Evidence that demonstrates competence may include, but is not limited to:

Elementary and Secondary Level Candidates:

- A. Select or develop appropriate assessment tools to monitor student progress and to analyze instructional effectiveness. (These tools may include standardized or more subjective measures, such as rubrics, observations, surveys, and anecdotal records.);
- B. Administer classroom and school-based assessments using consistent, fair, and equitable assessment procedures;
- C. Interpret and use assessment data to analyze individual, group, and classroom performance and progress; and
- D. Collaborate with other teachers and with support personnel to discuss interpretation of assessment data and their uses in responding to student needs and strengths.

Secondary Level Candidates:

- E. Collaborate with content teachers to monitor student progress and to analyze instructional effectiveness.

Element 3. Use assessment information to plan and evaluate instruction. Evidence

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that demonstrates competence may include, but is not limited to:

Elementary and Secondary Level Candidates:

- A. Use assessment data to plan instruction systematically and to select appropriate traditional print, digital, and online reading resources;
- B. Use assessment data to evaluate students' responses to instruction and to develop relevant next steps for teaching; and
- C. Interpret patterns in classroom and individual students' data.

Elementary Level Candidates:

- D. Collaborate with other reading professionals to modify instruction and to plan and evaluate interventions based on assessment data.

Secondary Level Candidates:

- D. Collaborate with content teachers to use assessment data to modify instruction, evaluate the effectiveness of instruction, and plan content literacy initiatives.

Element 4. Communicate assessment results and implications to a variety of audiences. Evidence that demonstrates competence may include, but is not limited to:

Elementary and Secondary Level Candidates:

- A. Communicate assessment purposes and a summary of results to appropriate audiences (i.e., student, parents or guardians, colleagues, and administrators).
- B. Use assessment data and student work samples to discuss relevant implications and goals for reading and writing instruction or for the content areas or literacy instruction (e.g., highlight differences in student work samples across a content area).

Standard 4. Diversity. Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

Element 1. Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write. Evidence that demonstrates competence may include, but is not limited to:

Elementary and Secondary Level Candidates:

- A. Demonstrate an understanding of the ways in which diversity can be used to strengthen a literate society, making it more productive, more adaptable to change, and more equitable;
- B. Demonstrate an understanding of the impact of urban, suburban, and rural environments on local culture, language, and learning to read and write;
- C. Demonstrate an understanding of the ways in which the various forms of diversity interact with and influence reading and writing development; and
- D. Demonstrate an understanding of the relationship between first- and second-language acquisition and literacy development.

Element 2. Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity. Evidence that demonstrates competence may include, but is not limited to:

Elementary and Secondary Level Candidates:

- A. Assess the various forms of diversity that exist in students as well as in the surrounding community;
- B. Provide differentiated instruction and instructional materials, including traditional

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- print, digital, and online resources, that capitalize on diversity; and
- C. Provide instruction and instructional formats that engage students as agents of their own learning.

Elementary Level Candidates:

- D. Provide instruction and instructional materials that are linked to students' backgrounds and facilitate a learning environment in which differences and commonalities are valued (e.g., use literature that reflects the experiences of marginalized groups and the strategies they use to overcome challenges).

- Element 3. Develop and implement strategies to advocate for equity. Evidence that demonstrates competence may include, but is not limited to:

Elementary and Secondary Level Candidates:

- A. Provide students with linguistic, academic, and cultural experiences that link their communities with the school;
- B. Advocate for change in societal practices and instructional structures that are inherently biased or prejudiced against certain groups; and
- C. Demonstrate how issues of inequity and opportunities for social justice, activism, and resiliency can be incorporated into the literacy curriculum.

Standard 5. Literate Environment. Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

- Element 1. Design the physical environment to optimize students' use of traditional print, digital, and online resources as reading and writing instruction. Evidence that demonstrates competence may include, but is not limited to:

Elementary and Secondary Level Candidates:

- A. Arrange their classrooms to provide easy access to books, other instructional materials, and specific areas designed for a variety of individual, small-group, and whole-class activities; and
- B. Modify the arrangements to accommodate students' changing needs.

- Element 2. Design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities to read and write. Evidence that demonstrates competence may include, but is not limited to:

Elementary and Secondary Level Candidates:

- A. Demonstrate a respectful attitude toward all learners and understand the roles of choice, motivation, and scaffolded support in creating low-risk and positive social environments;
- B. Model and teach students routines for establishing and maintaining positive social environments (e.g., appropriate ways to interact with each other and adults); and
- C. Create supportive environments where English learners are encouraged and given many opportunities to use English.

- Element 3. Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another, discussions, and peer feedback.) Evidence that demonstrates competence may include, but is not limited to:

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Elementary and Secondary Level Candidates:

- A. Understand the role of routines in creating and maintaining positive learning environments for reading and writing instruction using traditional print, digital, and online resources; and
- B. Create and use routines to support instructional and social goals (e.g., regular steps for sharing and responding to materials read, formats for reporting, and efficient transitions among activities, spaces, and online resources).

Element 4. Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction. Evidence that demonstrates competence may include, but is not limited to:

Elementary and Secondary Level Candidates:

- A. Use evidence-based rationale to make and monitor flexible instructional grouping options for students;
- B. Model and scaffold procedures, so students learn to work effectively in a variety of classroom configurations and activities, and
- C. Use various practices to differentiate instruction (e.g., cooperative learning, literature circles, partner work, and research/investigation groups).

Standard 6. Professional Learning and Leadership. Candidates recognize the importance of, demonstrate, and facilitate professional learning as a career-long effort and responsibility.

Element 1. Demonstrate the foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture. Evidence that demonstrates competence may include, but is not limited to:

Elementary and Secondary Level Candidates:

- A. Demonstrate an awareness of the factors that influence adult learning, organizational change, professional development, and school culture.

Element 2. Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors. Evidence that demonstrates competence may include, but is not limited to:

Elementary and Secondary Level Candidates:

- A. Display positive reading and writing behaviors and serve as a model for students;
- B. Understand the families' and community's roles in helping students apply reading and writing skills to content learning;
- C. Work collaboratively and respectfully with families, colleagues, and the community to support student learning;
- D. Promote student understanding and appreciation of the value of reading traditional print, digital, and online resources in and out of school;
- E. Identify specific questions and goals about the teaching of reading and writing and plan specific strategies for finding answers to those questions;
- F. Implement plans and use results for their own professional growth;
- G. Participate as active members in professional organizations related to reading and writing; and
- H. Demonstrate effective use of technology for improving student learning.

Element 3. Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs. Evidence that

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demonstrates competence may include, but is not limited to:

Elementary and Secondary Level Candidates:

- A. Recognize the importance of professional development for improving reading and writing in schools;
- B. Participate individually and with colleagues in professional development programs at the school and district levels; and
- C. Apply learning from professional development to instructional practices.

Element 4. Understand and influence local, state, or national policy decisions. Evidence that demonstrates competence may include, but is not limited to:

Elementary and Secondary Level Candidates:

- A. Are informed about important professional issues; and
- B. Advocate with various groups (e.g., administrators, school boards, and local, state, and federal policymaking bodies) for needed organizational and instructional changes to promote effective literacy instruction.

~~Through the courses identified in its plan, the institution should prepare prospective teachers to:~~

- ~~A.—Demonstrate an understanding of and be able to teach the concepts, skills, and processes of reading and writing as defined in the Nebraska Content Standards for eighth and twelfth grades.~~
- ~~B.—Demonstrate an understanding of reading and writing development, including being able to:
 - 1.—demonstrate the relationships of cognitive and language development;
 - 2.—apply the theories of reading and writing development in designing, implementing, and evaluating instruction; and
 - 3.—describe the influence of cultural, ethnic, and linguistic backgrounds on the reading and writing process.~~
- ~~C.—Demonstrate the ability to teach basic skills and strategies in reading and writing, including:
 - 1.—use of word-level skills to improve decoding and encoding;
 - 2.—use of syntactic skills to improve sentence comprehension and composing;
 - 3.—strategies for improving vocabulary knowledge;
 - 4.—strategies for applying prior knowledge; and
 - 5.—strategies for improving text composing and comprehending.~~
- ~~D.—Demonstrate the ability to teach students to use reading and writing as tools for learning, including:
 - 1.—use of flexible reading rates based on type of material and purpose of reading;
 - 2.—use of effective study strategies, test taking skills, and research skills, including use of current technologies as research tools; and
 - 3.—use of techniques to identify and acquire specialized vocabulary in specific content area courses.~~

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- ~~E.—Demonstrate the ability to motivate readers and writers using a wide variety of methods and materials, including being able to:~~
- ~~1.—demonstrate familiarity with a wide variety of genre in reading and writing;~~
 - ~~2.—utilize techniques to analyze materials for readability level and interpret the limitation of such formulas on the ability of individual students to comprehend the material;~~
 - ~~3.—analyze materials and objectives in relationship to individual learners;~~
 - ~~4.—identify and manage independent and guided reading and writing activities; and~~
 - ~~5.—demonstrate an ability to use appropriate grouping patterns for delivery of reading and writing instruction, including homogeneous and heterogeneous groupings, interest groups and pairs.~~
- ~~F.—Demonstrate an ability to meet the needs of readers and writers at all levels of skill development, including being able to:~~
- ~~1.—use a variety of assessment tools; and~~
 - ~~2.—use diagnostic information to select and apply techniques designed to remediate difficulties in reading and writing.~~
- ~~G.—Demonstrate an ability to use selection criteria for instructional materials to meet the educational goals of a diverse community.~~
- ~~H.—Demonstrate an understanding of how to involve parents in cooperative efforts and programs to assist in their children’s reading and writing development.~~

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AD HOC MEMBERSHIP (Based on Section 17.03 of the Organizational Policies)
LANGUAGE ARTS—Friday, June 24, 2011 The Cornhusker—9:30 AM-4:30 PM Yankee Hill III
July 28, 2011—NSOB—LL
May 31 & June 1, 2012—Country Inn & Suites, Lincoln, Lighthouse Room

MEMBERSHIP CRITERIA	NOMINEES
17.03A Three practitioners currently endorsed and employed in approved or accredited public or private schools in the endorsement area under consideration	1. Clark Kolterman, Seward (D5) clark.Kolterman@connectseward.org 2. Tyler Thompson, Gering (D7) tthompson@geringschools.net 3. Lynn Fuller, LPS (D1) lfuller@lps.org or lfuller3421@gmail.com
1703B At least two faculty members from a college or department of education who are teaching professional education courses at an approved professional training institution	1. Kathy Wilson, UN-L (D1) kwilson3@unl.edu 2. Kathy Fuchser, Midland (D3) fuchser@mlc.edu
1703C Two specialists in the area which might include academic college professors, learned society officers, or persons drawn from related professions	1. Lana Danielson, UNO (D8) ldanielson@mail.unomaha.edu 2. Martha Kruse, UNK (D6) krusem@unk.edu
1703D Two teachers currently employed and endorsed in approved or accredited public or private schools at the grade levels and/or subject matter under consideration	1. Kimberly Snyder, LPS Reading Coach (D1) ksnyder2@lps.org or ericsnyder_8@msn.com 2. Sarah Brown, Wilbur-Clatonia (D5) sabrown@esu6.org
1703E Two school administrators currently employed in approved or accredited public or private schools at the grade levels under consideration. At least one of the administrators must represent District Classes 2 or 3	1. Lincoln or Omaha administrators Shelley Erickson, OPS Reading/LA Supervisor (D2, 4, & 8) shelley.erikson@ops.org 2. Classes 2 or 3 Cinde Wendell, Holdrege (D6) wendell@esu11.org
17.03F One person representing the general public, e.g. PTA member or a school board member	Nancy Huston, OPS (D4) nancy.huston@ops.org
17.03G One member of the Undergraduate or Graduate Committee, whichever is applicable.	Alan Bone, Omaha Westside (D8) abone@cox.net
17.03H One representative of NDE	Tricia Parker, NDE Reading & LA Curr. Specialist (D1) tricia.parker@nebraska.gov
17.03I Additional representatives if it is a field endorsement containing multiple subject endorsements	Alinda Stelk, LPS (D1) astelk@lps.org Julie Barger, ESU 16 @ Ogallala (D7) jbarger@esu16.org
17.03J Additional approved or accredited public or private school practitioners or higher education faculty members to equalize the representation between these two groups	Jodi Kupper, Peru State (D1 & D5) jkupper@peru.edu
17.03K The NDE designee, who will be a non-voting member and serve as a consultant for the committee	Marge Harouff dh12353@windstream.net Sharon Katt sharon.katt@nebraska.gov Pat Madsen pat.madsen@nebraska.gov Kevin Peters kevin.peters@nebraska.gov Marlene Beiermann marlene.beiermann@nebraska.gov